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ABSTRACT

This report provides information from a survey of Minnesota postsecondary educational institutions relating to interinstitutional cooperative activities and programs. Minnesota cooperative programs are identified as voluntary activities of postsecondary institutions to provide additional, more qualitative, or more economical educational opportunities and services to students. Efforts have been made to improve programs through joint use of scholars and artists-in-residence and other resource people. Some institutions have expanded programs with cross-registration of students between cooperating institutions. Some economy has been achieved through jointly operated cooperative programs, but most programs require an additional expenditure of the participating institutions. (Author)

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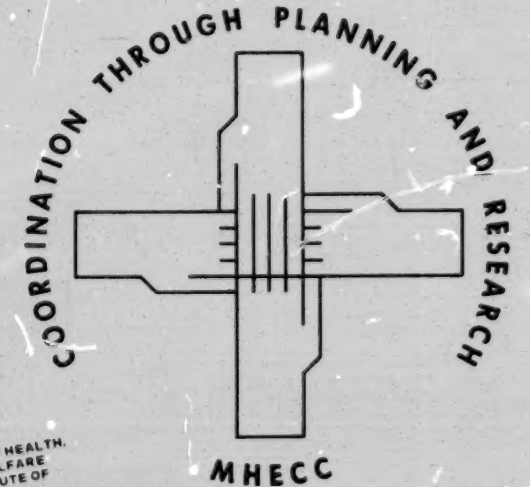
COOPERATIVE PROGRAMS IN MINNESOTA POST - SECONDARY EDUCATIONAL INSTITUTIONS

APRIL 1973

MINNESOTA
HIGHER EDUCATION
COORDINATING COMMISSION



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PREFACE

This report contains information from a survey of Cooperative Educational programs sponsored by Minnesota post-secondary institutions during the academic year 1971-1972. There are two basic parts to the report. First, a commentary presents data and comparative information on cooperative programs which are considered inter-institutional. A second part provides additional, descriptive information on inter-institutional and other cooperative activities of Minnesota post-secondary institutions.

The Minnesota Higher Education Coordinating Commission wishes to express its appreciation to the people within each institution and staff members from system offices who assisted in the formulation of the study and preparation of the report.

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COOPERATIVE PROGRAMS IN MINNESOTA POST-SECONDARY EDUCATIONAL INSTITUTIONS

INTRODUCTION

The Minnesota Higher Education Coordinating Commission was requested to undertake a special survey to assess the degree of cooperation in present programs offered by Minnesota post-secondary institutions and cooperative use of institutional facilities. This request came in a message from the Governor delivered to the Commission on June 30, 1972.[1] A part of the message called for the Commission to examine the quality of cooperative efforts among the post-secondary systems and between institutions and to identify further opportunities for cooperation.

There has traditionally been a keen interest among Commission members for cooperative activities in Minnesota post-secondary educational institutions since these activities could lead to expanded educational opportunities for Minnesota residents. The Commission has previously supported a number of cooperative activities and programs and has encouraged continued development by institutions of those activities which could substantially expand and improve specific institutional programs. In its Report to the 1971 Minnesota Legislature, "Meeting the Challenge", the Commission supported cooperative activities such as interinstitutional television, computer facility development, an automated statewide library system, coordination and planning of instructional programs through the program review process, and continued development of reciprocity agreements with neighboring states. Each activity identified by the Commission required considerable coordination and, in indeed, a large amount of cooperation and support from Minnesota institutions and systems to develop

[1] "Governor's Remarks for Luncheon with Higher Education Coordinating Commission, June 30, 1972."

and to establish the programs. Activities in these programs are to be discussed in various reports prepared by the Commission Staff and, therefore, are not presented as a part of this report. Programs or activities which are traditionally identified as research, community service, continuing education, or extension education are also excluded from this report since other reports have been prepared which deal with them.[2, 3]

Cooperative programs in this report are defined to be specific actions of institutions that go beyond the normal limits of their institutional influence to provide educational opportunities and services to students who are enrolled in other post-secondary institutions. To acquire information on cooperative programs or activities which might fit this definition, a questionnaire was sent to all Minnesota post-secondary educational institutions. The questionnaire was structured to gain information on cooperatively arranged joint instructional programs, direct assistance to students in job placement and career counseling, faculty assignments and faculty exchange, auxiliary service, facilities, and planning processes. Information was requested on programs or activities occurring within the responding institution which were shared or operated jointly with other post-secondary educational institutions. Other types and levels of educational organizations were excluded as were community groups or industrial organizations that sometimes work with

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[2]"The Coordination Outlook," Minnesota Higher Education Coordinating Commission, November 1972.

[3]"Continuing Education in Minnesota," Minnesota Higher Education Coordinating Education, December 1970.

post-secondary institutions to provide additional programs. Institutions and activities have been included in this report where two or more post-secondary institutions are participating in the programs or activities and when the primary benefit of the programs or activities would accrue to the students of either institution involved.

The benefits which institutions may gain through cooperative programs as defined in this report could help improve the quality of educational programs and maintenance functions, expand educational opportunities, and achieve a certain economy through expanded and improved programs. Improved quality of programs may be provided by two or more institutions entering into an agreement to use the services of an artist-in-residence, visiting professor, or lecturer at a nominal fee for part-time activity within each institution. A full-time special resource individual can be a very costly undertaking for some of the smaller institutions in Minnesota. Yet through cooperative arrangements these same institutions can contract for the services of these individuals who can meet individual campus needs in relatively brief sessions.

Examples of expanded educational opportunity within cooperating institutions may be seen in cross-registration of students, faculty sharing, development of urban centers, and expanded overseas travel and study programs. A number of Minnesota institutions have begun to pool resources to provide expanded programs in this manner. More detail will be provided on specific activities pertaining to expanded programs of institutions in a later section of this report.

Increased economic efficiency or cost savings in cooperative

programs is not easily rationalized by most institutions. Few, if any, of the programs in this report constitute a readily identifiable cost saving to the participating institutions. Cost savings more likely can be seen where two or more institutions cooperatively arrange to combine an instructional program which had previously been offered by each institution; if the conditions are right - low student enrollment and high faculty involvement in the programs of each institution. Programs having these characteristics may offer sufficient reason to institutions interested in working cooperatively to cut down on costs by reducing total facilities needed for programs and reducing the faculty involvement for these programs. In most cases, however, the cost savings in operating cooperative programs are much more disguised. For instance, the addition of a new program to an institution's curriculum, if operated cooperatively or jointly with another institution would spread the costs of the program over both institutions. Both institutions would incur some incremental expense for the program, yet the cost would likely be less than each institution would have spent had each provided a separate program. Obviously, specific instructional cost information on this type of program is difficult to obtain.

In order to provide information on cooperative activities of Minnesota post-secondary educational institutions, a questionnaire was mailed to 31 private collegiate institutions, 18 state junior colleges, 33 area vocational-technical institutes, seven state colleges and five branches of the University of Minnesota. Responses were received from 81 institutions, representing 86 percent of the institutions in this group. Responses were not requested from private proprietary schools or hospital schools in Minnesota.

PROGRAMS

A question on joint instructional programs sought to identify the number of programs offered by Minnesota institutions which required simultaneous support and activity by two or more institutions. Table I provides a list of the programs strictly identified as joint instructional programs with the names of cooperating institutions offering the programs. Eighteen programs were found which qualified as joint instructional programs. The number of post-secondary institutions cooperating in this type of activity was 27, including three private proprietary schools and the Mayo Foundation at Rochester. Students taking advantage of the educational opportunities afforded by these programs numbered 556 during the academic year 1971-1972

The list of joint instructional programs reflects the areas in which most institutions seek cooperative assistance. Nine of the 18 programs identified tend to be programs requiring large amounts of expensive equipment. This is true of the health related and computer programs especially. Other programs tend to be in the less traditional academic disciplines such as the Area Studies and East Asian Studies programs or in foreign languages.

Another form of jointly operated activity which institutions recognize as adding significantly to their programs is seen in such organizations as the Tri-College University in Moorhead; the Five College Cooperative Programs in Minneapolis and St. Paul; and the cross-registration agreements of St. John's University - College of St. Benedict, College of St. Catherine - College of St. Thomas, Carleton College - St. Olaf College, St. Mary's College - College of St. Teresa - Winona State College, Gustavus

TABLE I

MINNESOTA POST-SECONDARY JOINT INSTRUCTIONAL PROGRAMS
Academic Year 1971-1972

Cosmetology	Brainerd AVTI - Brainerd Beauty College
Air Traffic Control	Anoka-Ramsey State Junior College - Anoka AVTI
Medical Records Technician	Anoka-Ramsey State Junior College - Anoka AVTI - North Hennepin State Junior College
Occupational Therapy Assistant	Anoka-Ramsey State Junior College - Anoka AVTI
Medical Laboratory Technology	Rochester State Junior College - Mayo Foundatio
Respiratory Therapy	Rochester State Junior College - Mayo Foundatio
Pre-Engineering	North Hennepin State Junior College - Anoka-Ramsey State Junior College
Computer Training	Golden Valley Lutheran Junior College - Control Data Institute
Computer Training	Augsburg College - Control Data Institute
Area Studies	Hamline University - Macalester College - College of St. Catherine - College of St. Thomas
Russian	Hamline University - Macalester College - College of St. Catherine - College of St. Thomas
East Asian Studies	St. John's University - College of St. Benedict St. Cloud State College
Medical Technology	College of St. Benedict - St. John's University St. Cloud School of Medical Technology
Russian	Carleton College - St. Olaf College
Mathematics	Carleton College - St. Olaf College
Advanced Technical Laboratory Courses	University of Minnesota, Minneapolis - Dunwoody Industrial Institute - Anoka AVTI - St. Paul AVT
Education of Hearing Impaired	University of Minnesota, Minneapolis - St. Cloud State College
Master of Theology	Bethel Theological Seminary - Luther Theological Seminary - Northwestern Lutheran Theological Seminary - United Theological Seminary of the Twin Cities

Adolphus - Mankato State College, and the University of Minnesota at Duluth - College of St. Scholastica - Wisconsin State University at Superior. The Tri-College University arrangement allows Moorhead State College, Concordia College (Moorhead), and North Dakota State University students to cross register for courses in the participating institutions. The chief benefit of this type of program activity goes to the students who are able to expand their requisite or elective coursework to take advantage of special programs not offered in their own institutions. A separate corporate structure has been established to effect the Tri-College University programs which include, in addition to the cross-registration activity, programs for community interest, student select series, and library acquisition and storage information. The Five College Cooperative Program in the Twin Cities appears to be developing into a similar arrangement.

Administrative leaders of St. John's University - College of St. Benedict and the College of St. Catherine - College of St. Thomas have taken important steps to open the entire curriculum of each institution to students of cooperating institutions. For instance, a student enrolled in the College of St. Benedict may major in any program offered at St. John's University. Students enrolled in St. John's University may major in any program offered by the College of St. Benedict. The College of St. Catherine and St. Thomas have a similar agreement. Table II shows the extent to which students avail themselves of the courses on these four campuses.

Actual numbers of students involved in the cross-registration programs

TABLE II

TOTAL COURSE REGISTRATIONS OF COORDINATED ACADEMIC PROGRAMS AT THE COLLEGE OF ST. BENEDICT, ST. JOHN'S UNIVERSITY, COLLEGE OF ST. CATHERINE AND COLLEGE OF ST. THOMAS, FALL AND SPRING TERMS, 1971-1972

From St. Benedict to St. John's	2990*
From St. John's to St. Benedict	2021*
From St. Catherine to St. Thomas	1468
From St. Thomas to St. Catherine	1806
TOTAL	8285

*Approximations based on dividing total credit hours by three.

at these four institutions was not available. The number of full-time equivalent students, however, would probably number 829 students, based on ten course registrations per student per year. Aside from these two groups, cross-registration of students in other institutions reported by the respondents indicate another 1,485 students took advantage of individual course offerings in cooperative Minnesota institutions.

Formal cross-registration or student exchange arrangements are generally available to students located within seven geographic areas of the state. The institutions involved in these areas include: Moorhead (Moorhead State College-Concordia College-North Dakota State University),Duluth/Superior (University of Minnesota at Duluth-College of St. Scholastica-Wisconsin State University at Superior), St. Cloud (St. Cloud State College-St. John's University-College of St. Bendict), Minneapolis/St. Paul (Augsburg College-Hamline University-Macalester College-College of St. Catherine-College of St. Thomas, Lakewood State Junior College-916 Area Vocational-Technical Institute), Northfield (Carleton College-St. Olaf College), Mankato/St. Peter (Mankato State College-Gustavus Adolphus College, Mankato Area Vocational-Technical Institute), and Winona (Winona State College-St. Mary's College-College of St. Teresa). Conditions vary widely in determining how much cross-registration a student may do, but the most common arrangement is to allow one course registration in another institution each quarter or semester with the consent of both institutional departments.

Another approach tc expanding educational opportunities through cooperative programs could be identified as special group activities. Table III lists six major activities which institutions have developed

TABLE III

SPECIAL GROUP COOPERATIVE ACTIVITIES IN MINNESOTA POST-SECONDARY EDUCATIONAL INSTITUTIONS, ACADEMIC YEAR 1971-1972

Activities	Number of Students	Cooperative Institutions
Counselor Education Program	70	Faribault AVTI, Mankato State College, Jackson AVTI, Granite Falls AVTI, Mankato AVTI, Willmar AVTI, Pipestone AVTI
Cooperative Education in Human Services	244	Normandale SJC, Anoka-Ramsey SJC, Metropolitan SJC, Inver Hills SJC, Lakewood SJC, Northland SJC
Summer School	98	Augsburg College, Concordia College (St. Paul)
Higher Education Consortium for Urban Affairs	80	Augsburg College, Augustana College, Bethel College, Carleton College, College of St. Thomas, Gustavus Adolphus College, Hamline University, Luther College, Macalester College, St. John's University, St. Olaf College, University of Minnesota
Humanities Forum, Tri-College University	26	Concordia College (Moorhead), Moorhead State College, North Dakota State University
State College Common Market Student Exchange	436	Bemidji State College, Mankato State College, Minnesota Metropolitan State College, Moorhead State College, St. Cloud State College, Southwest Minnesota State College, Winona State College
TOTAL	954	

to provide special semester or academic quarter of studies for students and faculty. These activities normally require cooperation of several Minnesota institutions and, in some instances, one cooperating institution which may be ideally located to provide a hub or base from which to operate. Included as a special group activity would be the state college Common Market Student Exchange; the Humanities Forum, Tri-College University; the Higher Education Consortium for Urban Affairs; the Coordinated Summer School of Augsburg and Concordia Colleges; the Cooperative Education in Human Services program of the state junior colleges; and the Counselor Education Program which was sponsored this year by Faribault Area Vocational-Technical Institute. There were 954 students participating in special group programs during the 1971-1972 academic year. Of this number 436 or 45.7 percent of the students were participating in student exchange activities of the Common Market program and 244 or 25.3 percent were connected with the state junior college program, Cooperative Education in Human Services.

A major part of cooperative programs, especially of private institutions, occurs in the student exchange activities out of Minnesota and others out of the country. Several institutions support a calendar which allows a one-month interim of concentrated studies for students between the Fall and Spring Terms. While a number of activities take place on the home campuses, other options available to students include an interim of study at one of 39 institutions throughout the country. A list of participating institutions is provided as Appendix B of this report. Information is not available on the number of students participating in these interim programs.

Another important activity institutions have used to extend program offerings is to encourage an academic quarter, semester, or year of study in an institution abroad. The cooperative arrangements for these foreign study programs are complex. Institutions will generally provide coordinators of programs on the foreign campus according to arrangements made with a central coordinating organization. Organizations principally involved include the Upper Midwest Association for Intercultural Education (UMAIE) with headquarters at Macalester College, the Associated College of the Midwest (ACM), the Institute for American Universities (IAU) in Avignon, the Council of International Education Exchange (CIEE), and the Student Project for Amity Among Nations (SPAN) at the University of Minnesota. A list of institutions where student exchange programs operated during the academic year 1971-1972 is provided as Appendix C to this report. Other programs exist which do not require cooperation of foreign colleges or universities and the time interval for which Minnesota students would participate in these programs varies from one month to a full year. Exact information on this area of cooperative activity is not available.

STUDENT ASSISTANCE

A portion of the survey questionnaire requested information on those activities which were cooperatively arranged to provide direct assistance or counseling to students seeking to enroll in Minnesota post-secondary institutions or job placement programs for those completing programs. Student counseling and admission processes have seen some cooperative activity, chiefly as a result of two acknowledged programs in state.

One program which is of interest is the WATS Line service provided by area vocational-technical institutes to present up-to-date information on vocational programs in Minnesota. This is essentially a cooperative admissions counseling program. A telephone number is provided to high schcol counselors or interested applicants to call and request specific information on programs offered in area vocational-technical institutes including advice on career opportunities and student vacancies available. The calling number is located in the Dakota Area Vocational-Technical Institute, where administrators report the number of calls received on this line currently averages 30 calls per day.

Another cooperative admission program is sponsored by members of the Associated Colleges of the Midwest. Three Minnesota institutions are members of the Association: Carleton College, Macalester College, and St. Olaf College. The cooperative process used by these institutions for accepting applications is called the Single Application Method (SAM), a coordinated application system. SAM allows prospective students to make application to one institution with automatic referral to another institution in the Association without paying additional fees, should the

first choice institution be full. Although a popular procedure, this method of applying for entrance is used mainly if the student is interested in two or more colleges of the participating Associated Colleges of the Midwest and is able to state his order of preference.

The request for information on cooperative job placement activities drew only meager responses from the institutions. Perhaps a better way to think of this possible area of inter-institutional cooperation is to describe the attitude which prevails. One institution made the following statement:

> "At the present time we have no formal cooperative job placement agreements with other institutions. The cooperative programs flourished during the late '60's when students were short and jobs were many. Now that the reverse situation exists, most schools are reluctant to help students from other institutions when they cannot fulfill the needs of their own students.
>
> We do cooperate informally with schools when we are not able to find a student for a particular opening. This is very informal, and no particular group of schools is included or excluded."

FACULTY

Cooperative hiring of faculty members is beginning to develop within Minnesota post-secondary educational institutions. A specific survey item requested the titles of faculty members who had been hired by two or more institutions to provide one full-time equivalent position for the cooperative institutions. Eighteen positions were identified by 15 institutions. Table IV provides a list of the positions falling under this category with the cooperative institutions specified alongside.

According to the information provided the Commission faculty exchange processes are used principally by private institutions in Minnesota. The type of position seems to be quite diverse, however. Types of positions included lecturers and artists-in-residence, but also included two department chairmen where two pairs of institutions had arranged coordinated department organizations. When evaluating the academic program areas, it is essential to see that the mathematics and science program areas accounted for eight or 44 percent of all cooperatively arranged faculty positions.

TABLE IV

FACULTY EXCHANGE IN MINNESOTA POST-SECONDARY EDUCATIONAL INSTITUTIONS
ACADEMIC YEAR 1971-1972

Instructor of Geography	Augsburg College, Concordia College (St. Paul)
Instructor of Spanish (2 positions)	Concordia College (Moorhead), North Dakota State University
Instructor of Russian	St. Olaf College, Carleton College
Professor of Mathematics	St. Olaf College, Carleton College
Associate Professor of Physics	Augsburg College, University of Minnesota at Minneapolis
Artist-in-Residence in Music	Augsburg College, Bethel College, Mankato State College
Associate Professor and Chairman, Department of Speech and Theatre	College of St. Catherine, College of St. Thomas
Assistant Professor Physical Education	College of St. Catherine, College of St. Thomas
Associate Professor of Geography	Macalester College, College of St. Catherine
Lecturer (Supervision of Practice Teachers)	College of St. Catherine, College of St. Thomas
Professor of Biology (3 positions)	College of St. Benedict, St. John's University
Professor Chemistry/History	College of St. Benedict, St. John's University
Assistant Professor of Mathematics (1.5 positions)	College of St. Benedict, St. John's University
Assistant Professor of Physics	College of St. Benedict, St. John's University
Assistant Professor of Theology	College of St. Benedict, St. John's University

AUXILIARY SERVICES

Cooperative activities are also apparent in the use of auxiliary services of institutions such as food services, bus services, health services, joint purchasing, and joint publications. Although Table V provides information on auxiliary service cooperative activities of Minnesota post-secondary educational institutions, the list should be regarded as quite tentative and conservative since some institutions were unable to respond quickly to this request and are not included in the tabulation. Ten activities were identified by fifteen participating institutions. The food service area provided the most frequent cooperative activity with four groups of institutions providing some form of joint service and another group, St. John's University and College of St. Benedict, used a joint purchasing system to provide a cost saving.

More activity in providing joint auxiliary services could be developed. Especially interesting would be specific actions to provide joint purchasing of supplies or services for institutions through a single vendor. One institution reported a cost saving of 1 to 3 percent on a cooperative purchasing arrangement. It should be noted that the Minnesota Department of Administration provides coordinated purchasing service for some public institutions, but not all post-secondary systems are included in this arrangement.

TABLE V

COOPERATIVE ACTIVITIES IN AUXILIARY SERVICES TO MINNESOTA POST-SECONDARY EDUCATIONAL INSTITUTIONS, ACADEMIC YEAR 1971-1972

Cooperative Activity	Institution
Food Service	Thief River Falls AVTI - Northland State Junior College
Food Service	Willmar State Junior College - Willmar AVTI
Food Service	Augsburg College - Fairview Hospital School of Nursing - St. Mary's Junior College
Food Service	Luther Theological Seminary - Northwestern Lutheran Theological Seminary
Food Service (joint purchasing)	St. John's University - College of St. Benedict
Bus Service	Thief River Falls AVTI - Northland State Junior College
Health Services	Augsburg College - Fairview Hospital School of Nursing
Joint Program Promotion	Anoka-Ramsey State Junior College - Anoka AVTI
Joint Publication of School Catalog	St. John's University - College of St. Benedict
Publication of School Catalog with Cooperative Institution Course list	College of St. Catherine - College of St. Thomas

FACILITIES

Facilities of post-secondary educational institutions are being shared increasingly through individual arrangements and through continued support of state funded and private sources. Library support has increased substantially because of the Minnesota Inter-Library Teletype Exchange (MINITEX) and has made an impact on the periodical bank of the Associated Colleges of the Midwest. At least one institution is considering phasing-out or discontinuing the ACM library program in favor of the broader MINITEX program. The Commission staff has prepared a separate report on MINITEX which can provide specific information on its program.

Table VI shows the reported information on shared facility activities of Minnesota institutions during the academic year 1971-1972. It is particularly interesting to note the number of students served in classroom instruction with cooperative use of facilities. By excluding some general session events and library loan figures the number receiving instruction in borrowed facilities over the past academic year numbered 2,109.

TABLE VI

COOPERATIVE ACTIVITIES OF MINNESOTA POST-SECONDARY EDUCATIONAL INSTITUTIONS RELATING TO FACILITIES
ACADEMIC YEAR 1971-1972

Institution	Facilities Activity	Cooperative Institutions	Frequency of use	No. of students served
AVTI				
Duluth AVTI	INSERV. Teacher Trng.	U. of M., Duluth	Occasional	50
Eveleth AVTI	Printing Facilities	Mesabi SJC		
Faribault	Off-Campus College Courses	Mankato State College	Weekly	200
Granite Falls AVTI	Off-Campus College Courses	Southwest State College	Weekly	40
Mankato AVTI	Shared-time computer	Jackson AVTI Canby AVTI	Weekly	
St. Cloud AVTI	Off-campus classes	St. Cloud State College	Weekly	86
Willmar AVTI	Student center	Willmar SJC	Weekly	50
STATE JUNIOR COLLEGES				
Anoka-Ramsey SJC	Classroom instruction	Anoka AVTI	Daily	80
Brainerd SJC	General Assembly	Brainerd AVTI	Annual	600
Normandale SJC	Classroom Instruction	Grad. Ctr. Mankato SC St. Cloud SC Teach. Ed. Ctr. Mankato SC	Each quarter Weekly	100

(continued on next page)

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TABLE VI

COOPERATIVE ACTIVITIES OF MINNESOTA POST-SECONDARY EDUCATIONAL INSTITUTIONS RELATING TO FACILITIES
ACADEMIC YEAR 1971-1972

Institution	Facilities Activity	Cooperative Institutions	Frequency of use	No. of students served
STATE JUNIOR COLLEGES				
Rochester SJC	Classroom Instruction	Winona State College	Weekly	360
	Classroom Instruction	U. of M. Rochester Ctr.	Weekly	510
	Classroom Instruction	U. of M. Rochester Ctr.	Summer	200
North Hennepin SJC	Classroom Instruction	St. Cloud State College	Weekly	260
		Mankato State College	Weekly	35
Willmar SJC	Library Holdings	Willmar AVTI	Daily	
PRIVATE JUNIOR COLLEGES				
None				
PRIVATE 4-YEAR COLLEGES				
Augsburg	Dormitory Housing	Fairview Hospital School of Nursing	Daily	
		St. Mary's Junior College		

(continued on next page)

TABLE VI

COOPERATIVE ACTIVITIES OF MINNESOTA POST-SECONDARY EDUCATIONAL INSTITUTIONS RELATING TO FACILITIES, ACADEMIC YEAR 1971-1972

Institution	Facilities Activity	Cooperative Institutions	Frequency of use	No. of students served
PRIVATE 4-YEAR COLLEGES				
Carleton	Library open collections	St. Olaf ACM	Occasional	Interlibrary loan: 808 volumes to St. Olaf 536 to other ACM schools
Carleton	Computer time shared	St. Olaf	Occasional	
St. Benedict	Classrooms Auditoria Art Galleries Libraries Food Service Areas	St. John's	Daily	Total enrollment
St. Benedict	East Asian Studies classes	St. John's University, St. Cloud State College	Weekly	18
St. Benedict	Chinese Classes	St. John's University, St. Cloud State College	Weekly	20
St. Olaf	Int'l Summer School Admissions Office	University of Oslo	Daily	12 St. Olaf (many from other institutions)
St. Thomas	Classroom Instruc-	Wm. Mitchell College of	Weekly	200 extends Wm. Mitchell class space

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TABLE VI

COOPERATIVE ACTIVITIES OF MINNESOTA POST-SECONDARY EDUCATIONAL INSTITUTIONS RELATING TO FACILITIES, ACADEMIC YEAR 1971-1972

Institution	Facilities Activity	Cooperative Institutions	Frequency of use	No. of students served
PRIVATE PROFESSIONAL				
Luther Theological Seminary	Dormitory Housing	Northwestern Lutheran Theological Seminary	Daily	150
STATE COLLEGES				
Winona State College	Dormitory Housing	Winona AVTI	Daily	
UNIVERSITY OF MINNESOTA				
Cloquet Forestry Center	Field Camp Program	University of Illinois	Annual (7 days)	N. A.

SUMMARY

This report provides information on a survey which was conducted to respond to the request of Governor Wendell Anderson to identify cooperative activities of post-secondary educational institutions in Minnesota. Minnesota post-secondary institutions were requested to provide information on cooperative activities relating to joint instructional programs, student counseling and job placement, faculty exchange, auxiliary services, and facilities utilization. Each type of activity is duscussed in some detail within the text of the report with additional descriptive material on specific cooperative programs of Minnesota institutions provided in Appendix A.

Cooperative activities were found to offer three advantages to Minnesota institutions. A chief advantage of cooperative programs from a statewide perspective would be improvement in the quality of programs such as the cooperative use of scholars in residence, visiting professors, acquisition of resource materials, and specialized equipment. At least 15 institutions in Minnesota were seeking to improve the quality of programs in this manner. Eighteen cooperative faculty assignments were identified including artists-in-residence, professional, and department chairman. The MINITEX library program provides considerably increased resource background for Minnesota educational programs in both the private and public institutions.

A second advantage of cooperative programs was found in the steps which institutions had taken cooperatively to expand educational opportunities to students. Specific programs were identified such as the

cross-registration of students, study abroad programs, cooperative urban centers; and, in the case of two groups of institutions, a coordinated campus course listing which allows students to major in programs offered by another institution. Within the private institutions in Minnesota these programs are gaining favor. Fifteen programs were identified as joint instructional programs which enrolled 556 students during the academic year 1971-1972. Eight of the 15 programs identified were those normally requiring large amounts of expensive equipment.

Cross-registration programs are available to students in seven geographic areas of the state. These areas are: Moorhead, Duluth, St. Cloud, Mankato/St. Peter, Minneapolis/St. Paul, Northfield, and Winona. A conservative estimate of the number of students enrolled in cross-registration courses was 2,314 for the academic year 1971-1972. In other words 2,314 Minnesota students enrolled at least one course on a cooperating campus in addition to the course work which they were taking on the campus to which they were matriculated.

A third advantage of cooperative activities may be seen in the economy or cost saving which they may provide to participating institutions. In many of the activities discussed in this report an inherent cost saving has been achieved. This is especially true of small institutions that are seeking to improve the quality of programs or expand their educational offerings. Most institutions were very reluctant, however, to stipulate any specific cost-saving figure and, indeed, realized that each program had meant an additional expense. The cost saving is seen only in evaluating the impact of improved or expanded

programs and the potential cost for a single institutional venture as compared with the cost of the cooperative efforts. In short, few programs identified in this report would likely have been supported by a single institution.

APPENDICES

APPENDIX A

MINNESOTA POST-SECONDARY EDUCATION COOPERATIVE ORGANIZATIONS AND ACTIVITIES

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NOTE

Appendix A is a list of activities and organizational arrangements known to the Minnesota Higher Education Coordinating Commission for supporting cooperative efforts of Minnesota Post-Secondary Educational institutions. Each organization is identified by title and a brief description relates the specific activities and interests which the organization supports; including names of participating cooperative institutions. Cooperative activities and organizations identified in Appendix A are those which have a formal organizational structure. Although many institutions havegone beyond these organizational components to offer cooperative programs and activities to students, it was considered essential to provide a list such as this in order to establish a frame of reference for thinking about post-secondary educational cooperative endeavors. Programs and activities that are identified within the text of this report include those activities which may be supported by an organization described in Appendix A and other less formal programs.

APPENDIX A

MINNESOTA POST-SECONDARY EDUCATION COOPERATIVE ORGANIZATIONS AND ACTIVITIES

1. Program Related Activities

ASSOCIATED COLLEGES OF THE MIDWEST

Twelve Midwest liberal arts colleges have formed an association called the Associated Colleges of the Midwest (ACM) to increase the educational effectiveness and operating efficiency of its members. This association was started in 1958 and includes Carleton College, Macalester College and St. Olaf College in Minnesota. Other participating institutions are: Beloit, Coe, Colorado College, Cornell, Grinnell, Jnox, Lawrence University, Monmouth, and Ripon College.

The Association has undertaken a variety of activities, such as research and improvement in foreign language instruction, cooperative purchase of insurance, institutional research projects, periodical backfiles storage in member libraries, student and faculty conferences, faculty recruitment, and the single application method of student enrollment.

The Association offers a number of study programs to all the students such as Argonne Semester, Central American Field Studies, East Asian studies in Japan, India Studies, Introductory Geology in the Rocky Mountains, Urban Studies program, Urban Student Teaching program, Wilderness Field Station and the Newberry Library Seminar.

ASSOCIATION OF MINNESOTA COLLEGES

The Association of Minnesota Colleges is an organized group of

Minnesota higher education institutions. The Association has been active in setting up meetings and conferences dealing with various aspects and concerns of higher education. It plays the role of sponsor for groups formed, such as the Minnesota Intercollegiate Faculty Conference on Undergraduate Instruction. This conference was held in May of 1971 and was also supported by the Inter-Faculty Conference of Minnesota State Colleges, Minnesota Conference of the AAUP, Minnesota Junior College Faculty Association, and the University of Minnesota Senate.

The members of the Association of Minnesota Colleges are: Anoka-Ramsey State Junior College, Augsburg College, Austin State Junior College, Bemidji State College, Bethany Lutheran College, Bethel College, Brainerd State Junior College, Carleton College, College of St. Benedict's, College of St. Catherine, College of St. Scholastica, College of St. Teresa, College of St. Thomas, Concordia College (Moorhead), Concordia College (St. Paul), Crosier Seminary, Dr. Martin Luther College, Fergus Falls State Junior College, Golden Valley Lutheran College, Gustavus Adolphus, Hamline University, Hibbing State Junior College, Inver Hills State Junior College, Itasca State Junior College, Lakewood State Junior College, Lea College, Macalester College, Mankato State College, Mesabi State Junior College, Metropolitan State Junior College, Minneapolis School of Art, Moorhead State College, North Hennepin State Junior College, Northland State Junior College, Northwestern College, Rochester State Junior College, St. Cloud State College, St. John's University, St. Mary's College, St. Mary's Junior College, St. Olaf College, St. Paul Bible College, Southwest State College, University of Minnesota,

University of Minnesota/Duluth, University of Minnesota/Morris, Vermillion State Junior College, Willmar State Junior College, Winona State College, Worthington State Junior College.

CENTRAL STATES COLLEGE ASSOCIATION

In 1965, twelve midwestern church-related colleges formed the Central States College Association (CSCA) to work together for the enrichment of its combined student body. Some of the programs the Association offers include: student exchange (brief transfer) programs, faculty exchange, science study of Argonne, inter-association conferences, exhibits and concerts, study abroad programs, cooperative institutional research, inner-city teacher education cooperative programs. The brief transfer program allows a student at any CSCA college to enroll at any other school without additional cost and with complete credit transfer. The Minnesota members are: Gustavus Adolphus College and St. John's University. Other schools include: Augustana (Illinois), Carroll College (Wisconsin), Illinois Wesleyan, Luther (Iowa), MacMurray College (Illinois), Manchester College (Indiana), Millikin University (Illinois), Mundelein College (Illinois), Simpson (Iowa), and Valparaiso University (Indiana).

COLLEGE OF EUROPE

Carleton College is cooperating with the Institute of International Education to provide a semester of study for students during their junior year at the College of Europe, Bruges, Belgium. It offers the students seminars in history, political science, and economics during the January-June semester.

COMMON MARKET

The State College System Common Market is an example of inter-institutional cooperation not found in most public systems of higher education. The Common Market is coordinated by a staff member in the Office of the Chancellor. It includes four programs: the student exchange (students from one state college may take up to three quarters of courses at another Minnesota state college, and receive credit at their home institution); an urban student teaching program, an internship program for students desiring experience in government, business, and community service organizations; and a series of associated relationships with Twin Cities cultural, artistic, and scientific organizations and agencies, particularly the member agencies of the St. Paul Council of Arts and Sciences.

CONCORDIA COLLEGE (ST. PAUL) - AUGSBURG

Concordia College (St. Paul) is cooperating with Augsburg College in Minneapolis to increase course offerings in the summer school program. Students may register for courses on either campus using a single form. Tuition and fees are payable to the home institution.

COOPERATIVE AREA STUDY PROJECT

An Area Studies program focusing on the Soviet Union, Africa, Latin America, the Middle East, South Asia and East Asia is offered cooperatively by four St. Paul private higher education institutions. Established in 1953 by a grant from the Louis W. and Maud Hill Family Foundation, this program is offered to qualified upper classmen at the College of St. Thomas, the College of St. Catherine, Hamline University and Macalester College. Each year one of the geographical

THE HIGHER EDUCATION CONSORTIUM FOR URBAN AFFAIRS, INC.

The Higher Education Consortium for Urban Affairs, is a community service and continuing education program which involves thirteen Minnesota and Iowa higher education institutions. The program is set up to develop and offer a broad range of academic programs centering on urban affairs and urban problems. The rationale behind the program is that the problems of urban revitalization have become vitally important for the curricular programs of higher education and as a response the consortium was developed.

The program is a learning and experience program in which students immerse themselves in the life and activities of neighborhoods in the Twin Cities area. Besides formal course work, lectures, field work, and independent research, opportunities are provided to participate in organizations which attempt to cope with urban crisis.

The purposes of the program have been spelled out as follows:

1. To develop urban-related curricula by establishing and operating inter-institutional programs and by assisting member colleges in planning their own programs.
2. To collect, discuss and disseminate information about the programs, resources, and needs of the member institutions.
3. Provide structures and procedures for institutional participation in programs which might be developed in cooperation with urban organizations.
4. Identify research needs, resources and interests; and encourage inter-institutional research in urban affairs.

5. To develop other programs, consistent with the interests and resources of the member institutions and urban communities as the consortium deems useful.

Three participating institutions are: College of St. Thomas, St. Olaf College, Augsburg College, Augustana College, Bethel College, Carleton College, Gustavus Adolphus College, Hamline University, Luther College, Macalester College, St. John's University, and the University of Minnesota.

URBAN PLANNING AND COMMUNITY DEVELOPMENT PROGRAM

The Higher Education Consortium for Urban Affairs is sponsoring an Urban Planning and Community Development seminar to operate from September 1, 1972 to April 30, 1973. The seminar credits are fully acceptable at the participating student's "home" institution and applicable towards his or her degree. The seminar is a three-part program involving a "Communication Center" model city program which uses the services of community residents, resident planners - those employed to plan in various urban areas, and students from the participating institutions.

The purposes of the program are to give the student an:

1. Understanding of the inner-city relationship to the broader community, including historical, planning and resident perspectives.
2. Analysis of the strengths and weakness of Model City as an approach to urban development and improvement of the quality of urban life, including such aspects as income, physical and

human environment, and social utilities systems.

3. Planning, politics, and power in relationship to the inner-city, including the role of all levels of government as well as special interest groups.
4. An examination of how residents and students might become activated in these processes.

In short, the program provides the visible reality of classroom concepts and theories.

INTER-CAMPUS CURRICULUM

Five Twin Cities private higher education institutions offer an inter-campus curriculum for all students. The College of St. Catherine, College of St. Thomas, Hamline University, Macalester College, and Augsburg College are the five participating institutions whereby any student may take one course per term at any school and pay tuition to the school where he is officially registered.

St. Thomas and St. Catherine's do not have the one course per term restriction on one another and publish a joint course listing. Students at either of these two institutions may graduate from their "home" institution in a major field offered at either school.

Presently, participating institutions have developed a Russian department and jointly offer a bachelor's degree in Russian.

INTER-INSTITUTIONAL EDUCATIONAL TELEVISION

The Inter-Institutional Educational Television program has been established to improve the efficiency and quality of classroom

instruction in the post-secondary institutions in Minnesota. Presently, there are three regional production centers located at Mankato State College, Moorhead State College and Winona State College (color), and six experimental classroom centers located at Bemidji State College, St. Cloud State College, Southwest State College, University of Minnesota Duluth, University of Minnesota Morris, and the University of Minnesota Twin Cities campuses. The regional production centers, located in permanent facilities, serve a variety of functions:

1. Place production facilities in close proximity to educational resources and faculties.
2. Meet the immediate needs of the resident institution and other higher education institutions nearby.
3. Further develop the use of television on an inter-institutional basis.
4. Utilize facilities as a production center for a variety of educational purposes.
5. Extend the opportunity for resident faculty to become proficient in the use of instructional television.
6. Experiment as a pilot center.
7. Conduct workshops, seminars, formal classwork and work experiences in television arts.

The experimental classroom centers have as their major function to determine how inter-institutional television can best be used on an intra-institutional basis, and set up and produce individual lessons.

The entire program is designed to encourage the sharing of existing

resources by the use of television, increasing the use of existing quality television materials, avoid unnecessary duplication, and further cooperation between institutions in developing and sharing the materials.

During the Inter-Institutional Feasibility Study in 1966 a number of feasibility projects were conducted including Metropolitan Junior College - University of Minnesota "Program in Cultural Anthropology"; Mankato State College - Austin State Junior College "Healthful Living"; St. Cloud State College - Mankato State College "Guidance Principles"; and Austin Junior College - Rochester Junior College "Chemistry for Nurses".

The Higher Education Coordinating Commission has responsibility for the management of the program which includes funding, facilities, programming and coordination. To facilitate the effectiveness of the Inter-Institutional Television program, two committees have been set up. The Television Advisory Committee is one committee composed of two representatives from the five systems and takes a broad view of the program looking at the total needs and priorities in planning for the future. The other committee, the Television Coordinating Committee, concerns itself with technical considerations and is comprised of people from various institutions who work with or are associated with the operation of instructional television.

PARA-MEDICAL EDUCATION

Tri-College and Health Care Services in the Greater Fargo-Moorhead Area: In 1968, North Dakota State University, Moorhead State College,

and Corcordia College at Moorhead established a non-profit corporation, the Northern Tri-College Allied Health Professions Institute, for the purpose of coordinating health education offerings. Incorporated in North Dakota and authorized to do business in Minnesota, the new organization was formed to facilitate health care services for persons in the Upper Great Plains who are served by Fargo-Moorhead as a medical center, by improving and expanding educational opportunities in health professions, while conserving money and faculty.

The Institute has three major objectives:

1. To establish a coordinated program among and between North Dakota State University, Moorhead State College, and Concordia, together with affiliated institutions and supporting agencies and organizations, as a means of effectively developing trained and educated personnel in the health field to serve the Upper Great Plains Region.
2. To provide an organization through which existing and potential educational programs and courses of instruction relating to health at the three colleges can be promoted and strengthened.
3. To establish an organization through which voluntary and governmental resources, financial and otherwise, may be acquired to supplement the educational endeavors in the health field by the three colleges and supportive agencies and institutions.

The Institute Advisory Committee is composed of representatives of the affiliated and supportive institutions (colleges, hospitals, homes,

and clinics). The executive director of the Institute is a trained hospital administrator who is supervisor of the program in hospital administration at Concordia College. His principal functions at present are to maintain liaison with the membership and to seek out sources of funding institute objectives.

ST. JOHN'S UNIVERSITY - THE COLLEGE OF ST. BENEDICT

Late in the 1960's the College of St. Benedict and St. John's University developed an agreement to allow students in each institution to take advantage of coursework and resource activities in the other institution. This made possible a coeducational atmosphere yet, at the same time, the individual identities of the two institutions were preserved. It is now possible for a student at St. John's University to complete a major program of study offered by the College of St. Benedict and recieve his degree from St. John's. The reverse option is available to students enrolled in the College of St. Benedict.

COLLEGE OF ST. SCHOLASTICA - UNIVERSITY OF MINNESOTA, DULUTH

Juniors and seniors at the College of St. Scholastica and University of Minnesota, Duluth may, with the consent of their advisors, enroll for limited course work at the other institution. Under a reciprocal arrangement established in 1966, there is no exchange of tuition.

STUDENT PROJECT FOR AMITY AMONG NATIONS

The Student Project for Amity Among Nations (SPAN) program is a joint venture of the University of Minnesota and several colleges in the state.

Each year three or four countries are selected and qualified students are granted partial scholarships to enable them to spend a summer of informal study in the countries chosen. The SPAN Program consists of three stages: language study and group meetings during the school year before departure, independent study on a topic of one's choice during the following summer and the writing of a paper upon return.

The schools participating in this program are the University of Minnesota, Augsburg, Macalester College, Hamline University, St. Olaf College, and St. Thomas College.

SUMMER INTERNSHIP PROGRAM

The Summer Internship Program is an annual program planned and conducted by the University of Minnesota Public Affairs department. Letters are sent out to all four-year colleges in the State of Minnesota inviting each school to nominate one student and one alternate who have completed their junior year to participate in the program. The program package is twelve quarter hour credits, six during each summer session. One half of the program is a workshop on Minnesota government dealing with various state issues, and using a large number of government personnel and involved community residents. The other half of the program is an internship in a federal, state or private agency. The internships are arranged for each student and he or she receives both credit and financial reimbursement for the internship. The credits transfer to the student's "home" institution.

TRI-COLLEGE UNIVERSITY (MOORHEAD STATE COLLEGE, CONCORDIA COLLEGE, NORTH DAKOTA STATE UNIVERSITY)

Started in 1962, the Tri-College University Consortium, under the

agreement as it now exists, provides for any full-time student of one of the participating institutions to take coursework which is offered at a participating institution other than his own, under certain conditions:

1. In general those courses which are deemed improtant to the student's program and which are unavailable to him at the "home" institution may be taken at the institutions other than the student's own.
2. Limitations of class size give priority for membership in a course to students who are in residence at the institutions where the course is offered, and may preclude admission to students from the other institutions.
3. The amount of course work taken under the Tri-College University auspices is not to exceed three credit hours or one course in any one term.

A student who takes a course under this arrangement pays the tuition of his "home" institution and at the rate which the institution normally charges.

All credits and grades which the student earns under the arrangement appear on the student's academic record and satisfy the residence requirements of the "home" institution.

The library facilities of the consortium are available for use of all students and faculty, on the conditions that a user has proper identification and that he abides by the specific regulations which pertain to each library.

The Tri-College University offers joint services in: 1) The Tri-College Library, (some departments, for example, the mathematics

departments of the Tri-College regularly consult with one another about the ordering of books and periodicals, resulting in better economy and systematic growth in the Tri-College Library holdings), 2) Joint Career Counseling, 3) Joint Fine Arts Programs and Event Calendar, 4) Joint Computer Services, 5) Para-Medical Education, and 6) Community Service.

In the case of the Tri-College Consortium, grant money has meant, in particular, institutional research (without which effective planning can not take place) and a strong sense of corporateness (with which coordination does not work).

UPPER MIDWEST ASSOCIATION FOR INTERCULTURAL EDUCATION

The Upper Midwest Association for Intercultural Education (UMAIE) is a consortium of regional colleges which plans foreign interim term curriculums (4-1-4 plan) and junior year abroad programs for students enrolled at the institutions. The programs are intensive study seminars which further a student's study of foreign languages, arts, drama, music, and international economic, social, psychological, scientific and cultural patterns. The headquarters for the program is at Macalester College and other participating post-secondary institutions include: Gustavus Adolphus College, Luther College (Iowa), St. Olaf Collage, St. John's University, the College of St. Catherine, Carleton College, Hamline University, and Augustana.

WINONA AREA INTER-COLLEGE COOPERATION

The three colleges in the city of Winona, Winona State College, the College of St. Teresa, and St. Mary's College, have initiated a cooperative

plan by which students at any one of the three colleges may take courses at the other colleges without payment of additional fees. This program is intended to allow each of the colleges to supplement its own programs by calling on the strengths of the other colleges. The courses are recorded at the college where they are taken and transfered to the home college. The students are known among the colleges as exchange students and are restricted to taking courses which are not available to them at their own colleges.

CONSORTIUM OF MINNESOTA SEMINARY FACULTIES

The six Theological Seminaries of Minnesota have organized The Consortium of Minnesota Seminary Faculties. Member institutions are: Bethel Theological Seminary; Luther Theological Seminary; Northwestern Lutheran Theological Seminary; School of Divinity, St. John's University; St. Paul Seminary; and United Theological Seminary of the Twin Cities. This consortium allows close coordination of library holdings and purchasing, joint sponsorship of guest lecturers, several joint courses, channels for cross-registration of students, faculty exchange, and joint planning of advanced degrees.

2. Library Related Activities

COOPERATING LIBRARIES IN CONSORTIUM (CLIC)

Cooperating Libraries in Consortium (CLIC) is an organization made up of the libraries of seven private colleges of the Twin Cities and the James J. Hill Reference Library of St. Paul. It was officially incorporated in April of 1969 and represents a collective resource of over one million volumes. The basic purpose is to make the eight participating libraries one library. It is governed by a Board of Directors composed of the head librarians of each institution and an employed full-time coordinator. CLIC has produced a union list of its approximately 5,000 periodical titles and has created a system of free and open circulation among the eight libraries. CLIC is working toward a cooperative plan for the acquisition of periodicals. In 1971-1972, CLIC libraries transferred some periodicals to merge holdings and consolidate runs; gaps were filled by purchases made with grant money. It is setting up a system for exchange of information, review and purchase of expensive seldom-used materials. Also planned is an investigation of the feasibility of common storage, cooperative cataloging, and cooperative book purchasing.

The schools involved are Augsburg College, Bethel College, College of St. Catherine, College of St. Thomas, Concordia College (St. Paul), Hamline University and Macalester College with the J. J. Hill Reference Library.

In the past year, the resources of the St. Paul Public Library

were made available through the Union Catalog Service; CLIC also has a reciprocal interlibrary loan arrangement with MINITEX, which arranges for delivery of requests made to the University of Minnesota. Additional members to the consortium are being considered.

Members of the consortium have also been active in developing the Minnesota Long-Range Plan for Library Service, which proposes a state networking system.

MINNESOTA UNION LIST OF SERIALS

The Minnesota Union List of Serials is a computerized union list of periodical publications, journals and magazines. The project was undertaken as an adjunct to MINITEX to make known to participating libraries the serial holdings of the University of Minnesota libraries. The first phase of the project provides for publication in the spring of 1972 approximately 40,000 titles currently being received at the University Libraries in Twin City campuses. The second phase calls for the addition of the titles received by twelve state departmental libraries, the Minnesota Historical Society, the Minneapolis Public Library, and the CLIC member libraries to be completed during the summer of 1972. The third phase will include unique titles and holdings of other libraries, plus the non-current titles (approximately 60,000) and holdings of the University, during the remainder of Fiscal 1973.

The first phase of the project is being carried out with funds allocated and granted to MINITEX. The second phase is being funded with a grant by the State Library Agency of state and federal funds

from Title III, LSCA. The third phase will also be funded with MINITEX allocations and grants with additional funding being sought from other sources.

MINNESOTA INTER-LIBRARY TELETYPE EXCHANGE (MINITEX)

The University of Minnesota Library has instituted the MINITEX System (Minnesota Inter-Library Teletype Exchange) which makes the resources of the library available to almost every student in higher education in Minnesota. This cooperative program is voluntary and based on assumptions that no library can be self-sufficient, meet all library users demands, expand and avoid unnecessary duplication, make available materials not extensively used for over forty public libraries and educational institutions, and to enlarge their collections.

The MINITEX System operates through use of a teletype exchange (twx) communication network whereby requests are typed into the University of Minnesota Library after the user has made his selection of materials from a microfilmed card catalog (the University of Minnesota's). The University Library then processes the request, either sending the material or duplicating it, and sends the materials United Parcel Service to the requesting library which distributes it to the student.

The Higher Education Coordinating Commission manages and coordinates the system which as of June 1972 offered services to all the university and state college institutions, the private colleges and twenty public libraries, and fourteen state junior colleges. The goals of the MINITEX System are to expand this service to the area vocational-technical institute and all of the junior colleges and encourage regional planning and development as well as compilation of a statewide data base.

3. Planning Related Activities

ASSOCIATION OF MINNESOTA PUBLIC EDUCATIONAL RADIO STATIONS (AMPERS)

The Association of Minnesota Public Educational Radio Stations (AMPERS) is a group set up to promote the coordination and cooperation among educational radio broadcasting stations in the State of Minnesota. Some of the other purposes the association has defined include facilitating the exchange of programs, furthering the professional education of station staffs, promoting the best and maximum use of state and federal funds spent for radio in Minnesota, seeking possible new avenues of funding, and contributing to the development of a statewide community by making locally produced programming of statewide interest available and accessible.

Membership in the association includes the state college, university, junior college, school district, and private college. Any non-commercial educational radio station in Minnesota, licensed to, and operated by or affiliated with an educational institution sends two representatives. An educational radio station not affiliated with an educational institution may become an associate member with one non-voting representative. The Association holds quarterly meetings and is working to develop a state plan. The Association has set up a subsidiary Radio Advisory Committee to assess the existing facilities in Minnesota.

GUSTAVUS ADOLPHUS - MANKATO STATE COLLEGE

Recognizing the potential benefits that may accrue to students, the State of Minnesota and the institutions involved, Gustavus Adolphus

College and Mankato State College, Mankato, Minnesota, have begun a study of possible joint programs which would include student and/ faculty exchange, joint participation in international programs, shared use of special equipment and facilities, and other yet-to-be identified areas.

THE MIDWESTERN BOARD FOR MEDICAL AND ALLIED HEALTH EDUCATION

Three State Legislatures (Minnesota, North Dakota, and South Dakota) were responsible for the creation of the Midwestern Board for Medical and Allied Health Education. The Board was created as an agency of the government to "promote the education and training of doctors of medicine and other health service personnel, including but not limited to the emphasis on the general practice of family medicine and placing particular emphasis on meeting the need for additional health services in the smaller municipalities and rural areas of the region."

4. Community Service Related Activities

ACTION SYSTEMS FOR COMMUNITY PROBLEM SOLVING AND RURAL DEVELOPMENT

Concern has often been expressed for the rural environment as a place for people to live and earn a livelihood. Efforts to bring services, facilities and opportunities to rural areas more in line with those in non-rural locations have been defined as a major concern for state and federal agencies. Northern Minnesota epitomizes this concern.

The program addresses itself to developing cooperative organizational action systems and programs; the function of which will be:

1. To assimilate information and materials on the subject of community problems and needs from a variety of sources including local, state, private and public agencies, organizations and individuals.
2. To analyze such material in relation to identified needs of communities which are not being met.
3. To evaluate existing programs and gather information on the goals, development and project impact of such programs.
4. To serve as a channel of communication to those interested in or affected by the communities program; to establish what needs are not being met.
5. To involve the affected organizations or individuals in the development of a comprehensive plan which will direct subsequent program development in an integrated manner.

6. To provide stimulus for leadership as well as direct leadership in the development and continuation of a comprehensive coordinated action system for problem solving of community needs and utilization of area resources.
7. To establish a centralized talent bank of staff resources and expertise necessary to community problem solving.
8. To develop informational and educational programs to meet the needs as identified by the various components of the action system.

Institutions involved in this program include: Rainy River State Junior College, Brainerd State Junior College, Northland State Junior College, Itasca State Junior College, Agricultural Extension Service, the University of Minnesota, the University of Minnesota and Bemidji State College.

HOUSING NEEDS FOR THE LOW INCOME AND ELDERLY: UNIVERSITY OF MINNESOTA/ TWIN CITIES, AGRICULTURAL EXTENSION SERVICE

This program is a new, in-depth, concerted program in housing, involving local, state, and federal cooperation. The program is to investigate the need for County Housing and Redevelopment Authorities in Koochiching, Lake of the Woods, and Roseau Counties. Objectives include making information available on financial assistance for housing; informing those involved on space needs; psychological needs and the economics of building; and investigating the senior citizen housing reeds.

Organizations involved include: Bemidji State College, Rainy River State Junior College, Farmers Home Administration, State Planning Agency,

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Community Action Program (OEO), Jonathan New Town Study, Minnesota Housing Institution, local mortgaging firms, County Housing Authorities, and building trades industry. Every attempt will be made to include local people, public officials, and community leaders in planning, implementing, and evaluating the program.

SOUTHWEST MINNESOTA COMMUNITY SERVICE CLEARINGHOUSE: SOUTHWEST STATE COLLEGE, WILLMAR STATE JUNIOR COLLEGE, AND WORTHINGTON STATE JUNIOR COLLEGE

The 19-county southwest Minnesota area served by the above participating agencies, consists of 155 incorporated cities and villages. Agrarian in character, 136 of its communities have populations of less than 2,000. Loss of population through out-migration and a corresponding loss in the economic base have caused related problems in a wide variety of areas: education, social and health services, transportation, communication, and other sections.

The principal objectives of this project are:

1. To identify and select 6-10 communities in southwestern Minnesota to act as models for organizing, developing problem-solving procedures, and applying problem-solving procedures in a planned manner to the problems they face.
2. To match expertise of selected college faculty and students from Southwest Minnesota State College, Willmar State Junior College, and Worthington State Junior College to problems faced by area communities.
3. To work with area communities to find solutions to community

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problems through cooperative, team approaches developed by personnel from the three institutions.

4. To act as a model for similar communities; provide both a written history of the model communities' processes and actions and serve as open laboratories to visitors from other communities.
5. To disseminate a quarterly progress report regarding problem-solving activities of the model communities.
6. To host a conference to share with leaders of other communities the problem-solving processes followed by model communities.

WEST MINNESOTA COMMUNICATION AND RESOURCE DEVELOPMENT, PHASE II

The Tri-College University (Concordia College, Moorhead State College, and North Dakota State University) through an enlarged consortium (including Fergus Falls State Junior College, University of Minnesota/Twin Cities, University of Minnesota/Morris, and the Adult Distributive Education Program of the area vocational-technical institutes) desires to build on the foundations of Phase I and, in Phase II, enter into actual partnerships with government units, including the Regional Development Commission, for planning and development purposes in order to improve the quality of life in Western Minnesota (includes the 9 counties of Region 4).

The overall objectives of the Western Minnesota Consortium program is development of partnerships between units of government and institutions of higher education in the region for community and region problem-solving activities. The program proposes development of

cooperation arrangements in order that educators can join with public officials, agency personnel, and planners and other interested citizens in efforts designed to guide creative change in the regional community.

The Consortium will work with the Regional Development Commission, county and municipal planning commissions, county and municipal officials, multi-county agencies, and community organizations.

TRI-COLLEGE UNIVERSITY AND COMMUNITY SERVICE PROGRAM

The Tri-College University and Community Service Program is a proposed regional research and resource center to bring together the specialties of the three higher education institutions in an approach to regional services. Each of the three institutions, Moorhead State College, North Dakota State University and Concordia College conducted community service programs and projects individually and this plan would help to further bridge the state boundaries and use educational and research resources and services on a regional basis. The program would jointly apply for federal and state funds and if granted disburse the money for projects which would relate to needed community services in the region. As a coordinating and catalyst center the institutions feel they could develop community educational and research opportunities comparable to those in the Metropolitan area in Minnesota.

Some aspects of the program would be to coordinate and conduct research on regional problems, maintain a data bank on regional information, serve as a clearinghouse for regional activities and resources, and sponsor civic education programs and in-service training.

INSTRUCTIONAL TELEVISION (ITV) PROGRAM

The University of Minnesota's Institute of Technology, in cooperation with the University's General Extension Division, has started the operation of point-to-point instruction television (ITV) system, called UNITE (University-Industry Television for Education). The system provides a way to make graduate courses in science and technology more conveniently available to engineers and scientists employed in industries and governmental units in the Twin Cities and Rochester areas. Up to four classes may be televised simultaneously, one on each channel. The cost of new capital facilities and operating expenses are borne by participating firms, through a special fee structure. Participating firms and agencies include: IBM (Rochester Laboratory), Univac (2 plant locations), Honeywell (3 plant locations), Northern States Power Company, and U. S. Mines Research Center.

REGION NINE COMMUNITY AND REGIONAL DEVELOPMENT: MANKATO STATE COLLEGE, URBAN STUDIES INSTITUTE

Basically, this program constitutes an attempt to move the academic institution in the community mainstream and not the community mainstream into the academic community. It is an attempt to develop an expanded reliance by communities on the centers of education at the same time involving faculty and talented community leaders together in assisting other less fortunate communities.

The program has two main thrusts. The first is action oriented and the goal is to move the academic institution into the community more than they have been involved in the past and in more than an

advisory capacity. Six specific types of projects are to be accomplished in and with six host communities.

A. Environmental Concerns:

1. Solid wastes

2. Sewage pollution

B. Physical Change from the present to enhance the future:

1. Park and acquisition and planning

2. Urban renewal

C. Future Needs:

1. Comprehensive health planning

2. Community transportation planning and implementation

The South Central area of Minnesota is involved with the following governmental units, private organizations, and community agencies cooperating in the program:

A. Region Nine Development Commission

B. Minnesota Valley Council of Governments

C. Region "F" Advisory Council on Crime Prevention and Control

D. Riverbend Association

E. Coalition of Outstate Cities

F. 70 Municipalities within Region Nine

The second major thrust of this program is to demonstrate to higher education and communities that the time has come for colleges to seriously reexamine their role in the 1970's, particularly in light of evolving regionalism and the demands of the taxpayer.

RURAL PUBLIC SERVICE CORPS PROJECT: UNIVERSITY OF MINNESOTA/TWIN CITIES

The program involves the placement of mature, skilled university students in rural public service agencies for a 12-week summer internship. The project is designed to increase flow of talented manpower into hard pressed areas of the state through simulating interest in rural public service careers on the part of University of Minnesota students.

The objectives of the program are:

1. To stimulate interest for public service careers among University of Minnesota students in rural areas where manpower shortages are known to exist.
2. To redress the imbalance of manpower resources and needs between rural and urban areas.
3. To provide special opportunities for University of Minnesota students to invest their talents and energies in their home communities through summer work internships in local agencies.
4. To supply additional manpower assistance to public agencies operating in hard pressed rural areas.

Students would be employed in a wide variety of public services including welfare departments, health departments, correctional and mental health institutions, and municipal and county government offices.

BLACK FAMILY LIFE IN AN URBAN COMMUNITY: UNIVERSITY OF MINNESOTA/TWIN CITIES AFRO-AMERICAN STUDIES DEPARTMENT

The University of Minnesota states that Family Service agencies in this community are not meeting the needs of the Black family. This is mainly because Black families do not utilize the agency's services due to the agency's continuous failure to provide meaningful

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experiences. This rises mainly through lack of knowledge of the Black family and utilizing norms outside of the Black experience. The Afro-American Studies Department, with this project hopes to provide some of the needed answers and fresh approaches to therapy.

Total involvement of the Black Community will be utilized, including both public and private agencies; the public schools; churches; community leaders; parents and non-parents as they relate to family function.

MODEL INSTRUCTIONAL PROGRAM FOR LOCAL PLANNING OFFICIALS: ST. JOHN'S UNIVERSITY

The program addresses itself to the lack of planning skills possessed by rural-urban commissions. The program is to serve all of non-metropolitan Minnesota in trying to improve the skill and knowledge level of planning commissions concerning long-range comprehensive planning. Agencies cooperating in the program include the Metropolitan Council, the State Planning Agency, and 15 outstate cities have been contacted for input.

DEVELOPMENT OF PILOT CENTER FOR HOME IMPROVEMENT DESIGN SERVICES FOR LOW-INCOME CLIENTS: UNIVERSITY OF MINNESOTA/TWIN CITIES

The Model Cities Housing Bureau, the Project for Pride in Living, Vista, HUD, the City of Minneapolis, the State of Minnesota, and the Agricultural Extension are working with the University of Minnesota to assist in the improvement of the environment of low-income families in Minneapolis.

The program is designed to:

1. Provide low-income clients with alternative solutions to home improvements.

2. Establish a method for using talents and skills of University housing and interior design personnel in community improvement.
3. Establish a liaison with community organizations concerned with home improvement services.

The two organizations most closely concerned with this program are the Project for Pride in Living (a project of Advocate Service, Inc.) and the Minneapolis Model Cities Housing Bureau.

A COOPERATIVE PROGRAM OF LOCAL GOVERNMENTS: BEMIDJI STATE COLLEGE

Through the Regional Commission requesting this project, local governmental units within the region will be contacted to inform them of the availability of the services offered by Bemidji State College through the Center for Environmental Studies.

The program is designed to:

1. Provide a solution of local environmental problems in Region 2 of northern Minnesota.
2. Promote cooperation between the local governments of this region and Bemidji State College.
3. Insure that the orientation of the Center for Environmental Studies toward solution of local environmental problems will both continue and expand.
4. Service the needs of the people of Region 2 whose economic well-being depends more and more upon tourism and a clean, attractive environment.
5. Provide a bank of consultants and facilities to local government

to insure that local environmental problems will be solved as soon as possible.

6. Open additional avenues and grant writing expertise to persons in local government, thus helping to insure the solutions to those problems which require substantial state and federal assistance will be implemented, and
7. That the development and continuation of Bemidji State College and the Center for Environmental Studies as regional service centers will be assured.

TRI-COUNTY POVERTY ASSISTANCE PROGRAM

Students from the College of St. Teresa, Winona State College and St. Mary's College in Winona, will participate in this program to assist with alleviating problems of social, psychological, physical and educational nature arising among the "invisible" poor in a three-county area (Fillmore, Houston and Winona Counties), which have not been able to be met by social agencies.

The specific objectives of the program are:

1. To alleviate the health, nutritional and educational problems of the area's economically disadvantaged.
2. To assist the social agencies now operating in the area by providing them with manpower; non-professional, with which to supplement and extend the work they are now performing.
3. To do this from a constantly renewing reservoir of student volunteers from the three Winona colleges who will have been oriented in the various problems and situations to be

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encountered and ways of dealing with them.

4. To foster greater cooperation and communication between the area's educational institutions and social agencies as well as among the agencies.
5. To create a Tri-County Council from the administration and students of the three colleges, agency representatives and clients, to oversee, counsel, plan and continucusly evaluate the work of the volunteers.
6. To provide the students participating in the program with educational field experience.

The cooperation involved exists among the following agencies:

Governmental Units:

1. County Welfare Departments (Fillmore and Houston Counties).
2. County Departments of Social Service (Winona County).
3. County Extension Service.
4. County Public Health Nursing Service.
5. Southeastern Minnesota Citizen's Action Council, Inc.

Private Organizations:

1. Catholic Charities.
2. Family Service Agency.
3. Lamberton's Children's Home.
4. Lutheran Social Service.

Community Agencies:

1. City Relief Department.
2. Community Memorial Hospital.
3. FISH.

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4. Hiawatha Valley Mental Health Center.

5. Zumbro Valley Mental Health Center.

Institutions of Higher Education:

1. College of St. Teresa.

2. Winona State College.

3. St. Mary's College.

UNIVERSITY COMMUNITY PROJECT FOR PLANNING AND DEVELOPMENT: UNIVERSITY OF MINNESOTA/DULUTH

A primary concern of the program is coordinating University activities with the activities of the Arrowhead Regional Development Commission, which serves a seven-county area in northeastern Minnesota. Specifically, the program is designed to provide the local communities with economic, planning, and management analyses in a form non-experts can understand and use in their public policy decisions. Additionally, in view of rapidly increasing local taxes, there is a need to seek methods of modernizing the methods and structures for providing necessary services. Finally, there is a need to maintain the flow of current regional and program information to local communities so that decisions which are made are based upon current and relevant information.

CENTRAL MINNESOTA PUBLIC SERVICE CONSORTIUM

The Consortium is to provide a model for permanent, cooperative structure, and complete five inventories during its first year of operation (1972-1973): Community needs, community agency structure, present programs in continuing education, and present needs in continuing education. Also, the program should foster a cooperative attitude toward cooperation among college, school, government and

agency officials and thereby insure a reasonable change for success as it addresses itself to specific actions in the future.

The Consortium consists of the College of St. Benedict, St. Cloud State College, and St. John's University, which will be working with the St. Cloud Diocesan School Board, Public School District 742, and the City of St. Cloud.

MINNESOTA COLLEGE-GOVERNMENT COUNCIL

The Minnesota College-Government Council is a voluntary organization consisting mainly of personnel and placement officers in Minnesota governmental offices (local, county, state and federal) and in post-secondary education, public and private, at all levels.

These persons meet to coordinate their common interests toward improving professional government service and making opportunities in government service available, particularly through training and retraining programs in post-secondary education. They hold a statewide conference annually, with students and faculty invited. Their executive committee meets each month with a program to further the Council's goals.

The general purposes of the Council are:

1. To develop communications between colleges and government, to encourage mutual understanding and provide effective working relationships.
2. To develop a keen awareness of government so that colleges and universities can stimulate and effectively prepare graduates for government service.
3. To provide an active interchange that progressively develops and improves the quality of both government and education.

5. Student Enrollment Related Activities

MINNESOTA-WISCONSIN RECIPROCITY

The Minnesota-Wisconsin Reciprocity Program enables students from both states to attend the other state's four-year public post-secondary educational institutions, paying only resident's fees. The number of students to be exchanged between Minnesota and Wisconsin is to be equal.

Currently, those involved in implementing this program are trying to establish reciprocity for area vocational-technical institutes.

SINGLE APPLICATION METHOD

The Single Application Method (SAM) is an admission plan for interested applicants to the colleges participating in the Associated Colleges of the Midwest (ACM). The plan is helpful for the applicant interested in attending two or more of the Association's colleges. Participating colleges in both ACM and the Minnesota higher education system are Carleton College, Macalester College and St. Olaf College. The applicant files only one application to his first choice college, which, if unable to admit the prospective student, sends the application to the first alternate college. This process is continued until the applicant is accepted by a college or denied acceptance by all preferences indicated. The advantages of the plan are that the applicant completes only one application form and pays one application fee.

COOPERATIVE COLLEGE PLACEMENT PROGRAM

The Cooperative College Placement Program is a program of the

Minnesota College-Government Council designed to provide students and placement personnel with comprehensive information describing the career opportunities available at the municipal, county and state levels of government. A second function of the program is to simplify the application process and supply students with a systematic procedure for applying for those positions in which they are interested.

The institutions and agencies participating in this program include: The U. S. Civil Service Commission, University of Minnesota, Minnesota Merit System, City of Minneapolis, State of Minnesota, Hennepin County, Ramsey County, City of St. Paul, and the City of Duluth. These agencies provide a booklet with information on state and local governmental agencies which identifies available jobs in the agency. The number of persons hired in the area of training is given, along with the salary, qualifications and agency title, formal training needed, and the next advancement class.

APPENDIX B

COLLEGES PARTICIPATING IN THE INTERIM TERM
COOPERATIVE STUDENT EXCHANGE

1. Augustana College
2. Austin College
3. Berea College
4. Bucknell University
5. Calvin College
6. California Lutheran
7. Chatham College
8. Coe College
9. College of Great Falls
10. College of St. Benedict
11. College of St. Catherine
12. Defiance College
13. Florida Presbyterian
14. Gustavus Adolphus College
15. Hamline University
16. Hastings College
17. Hollins College
18. Jamestown College
19. Kendall College
20. Lenoir Rhyne College
21. Luther College
22. Middlebury College
23. Midland Lutheran College
24. Mills College
25. Oberlin College
26. Pacific Lutheran
27. Rocky Mountain College
28. St. Andrews Presbyterian College
29. St. John's University, Collegeville
30. St. Olaf College
31. Skidmore College
32. Stetson University
33. Sweet Briar College
34. Tarkio College
35. Taylor University
36. Tufts (Jackson College)
37. University of the Pacific
38. University of Puget Sound
39. University of Redlands

APPENDIX C

SELECTED LIST OF FOREIGN STUDY SEMESTER COLLEGES AND UNIVERSITIES, ACADEMIC YEAR 1971-1972

China	Chiengmai University Soochow University
Ethiopia	Haile Selassie International University
France	Institute for American Studies, Aix-en-Provence or Avignon
Germany	Goethe Institute Hamburg University Schiller College
Great Britain	Cambridge University Oxford University University of Lancaster University of Stirling
India	William Holland University College
Israel	Hebrew University
Japan	Kyoto University Waseda University
Mexico	Universidad Ibero-Americana
Norway	Bergen University Oslo University
Union of Soviet Socialist Republics	Leningrad State University